



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 11811438
SAU: Windham School Department
School: Windham Primary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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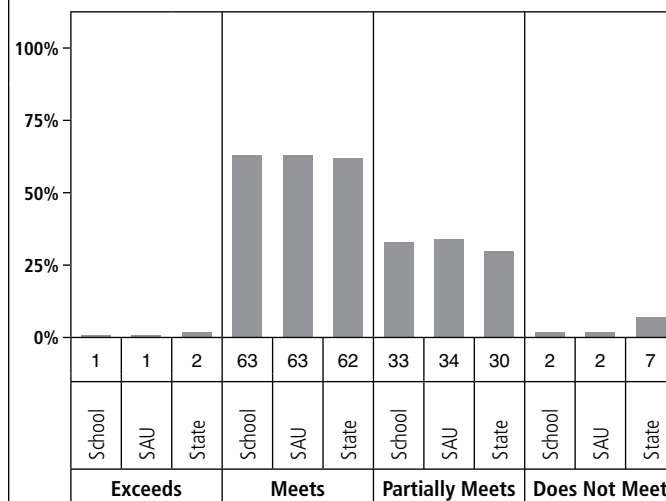
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: Windham School Department
School: Windham Primary School

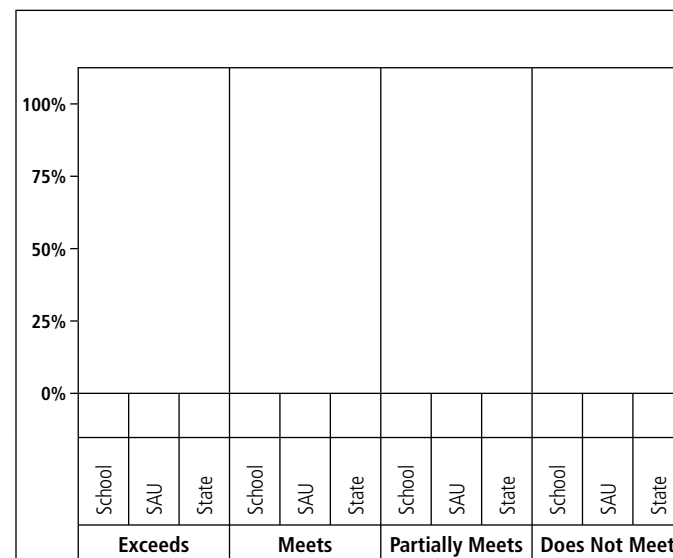
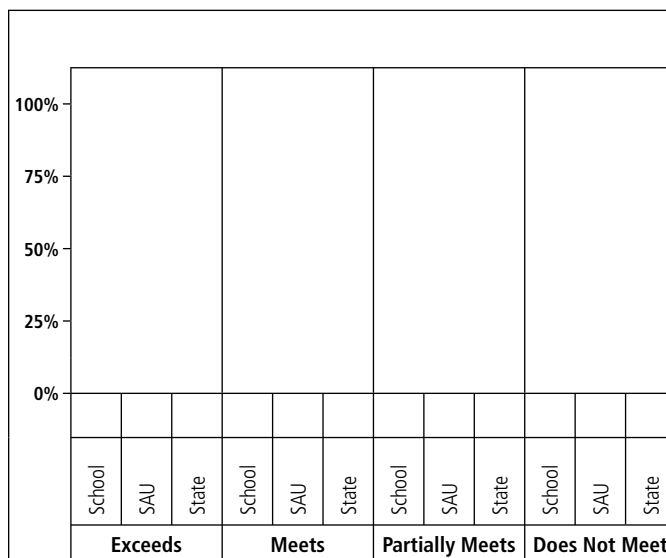
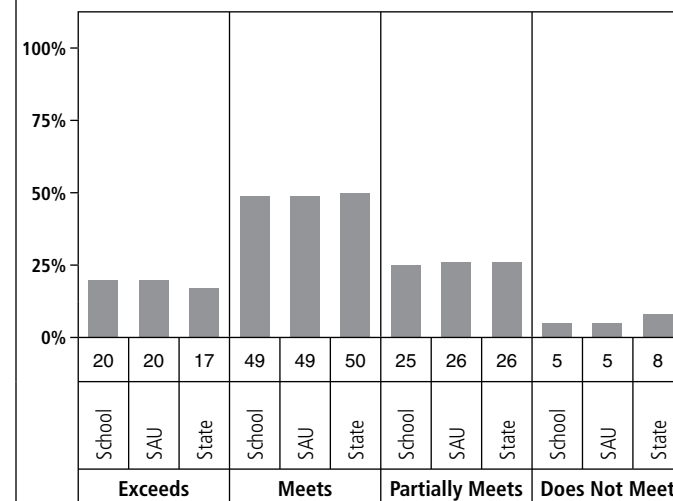
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	348	348	345
2006–2007	347	347	345
2007–2008	345	345	344
Cum. Avg. *	347	347	345
Mathematics			
2005–2006	344	344	344
2006–2007	350	350	347
2007–2008	349	349	347
Cum. Avg. *	348	348	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 3
SAU: Windham School Department
School: Windham Primary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	178	100	179	100	13803	100	177	99	178	99	13714	99	177	99	178	99	13710	99												
Ethnicity African American/Black	1	1	1	1	399	3	1	100	1	100	391	98	1	100	1	100	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	0	0	0	0	210	2	0	0	0	0	205	98	0	0	0	0	206	98												
Hispanic	2	1	2	1	162	1	2	100	2	100	158	98	2	100	2	100	159	98												
Caucasian/White	175	98	176	98	12916	94	174	99	175	99	12846	100	174	99	175	99	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	14	8	15	8	2358	17	14	100	15	100	2333	99	14	100	15	100	2329	99												
Current LEP	4	2	4	2	371	3	4	100	4	100	357	96	4	100	4	100	361	98												
Economically disadvantaged	32	18	33	18	5584	40	32	100	33	100	5535	99	32	100	33	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	127	71	127	71	10650	77	127	71	127	71	10678	77												
Identified disability (PET/IEP)	1	1	1	1	475	4	1	1	1	1	479	4												
LEP	3	2	3	2	151	1	2	2	2	2	149	1												
504 plan	0	0	0	0	83	1	0	0	0	0	85	1												
Participation with accommodations	50	28	51	28	2936	21	50	28	51	28	2911	21												
Identified disability (PET/IEP)	13	26	14	27	1735	59	13	26	14	27	1729	59												
LEP	1	2	1	2	197	7	2	4	2	4	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	36	72	36	71	986	34	35	70	35	69	958	33												
Participation through alternate assessment (PAAP)	0	0	0	0	123	1	0	0	0	0	121	1												
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0												
Non-participation – other	1	1	1	1	80	1	1	1	1	1	81	1												

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	3
SAU:	Windham School Department
School:	Windham Primary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	17	8	16	8	352	3
	2006-2007	6	3	6	3	332	2
	2007-2008	2	1	2	1	227	2
	Cum. Total*	25	4	24	4	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	137	66	137	66	8641	62
	2006-2007	157	71	157	71	8691	63
	2007-2008	112	63	112	63	8403	62
	Cum. Total*	406	67	406	67	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	51	24	51	25	3671	27
	2006-2007	46	21	46	21	3781	27
	2007-2008	59	33	60	34	4018	30
	Cum. Total*	156	26	157	26	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	4	2	4	2	1163	8
	2006-2007	11	5	11	5	1021	7
	2007-2008	4	2	4	2	938	7
	Cum. Total*	19	3	19	3	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	28.3	61.5	28.2	61.3	27.6	60.0
Literary Text	23	50	14.6	63.5	14.5	63.0	14.1	61.3
Informational Text	23	50	13.7	59.6	13.7	59.6	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Windham School Department
 School: Windham Primary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	177	2	1	112	63	59	33	4	2	345	178	1	63	34	2	345	13586	2	62	30	7	344
Ethnicity																						
African American/Black	1										1						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	0										0						203	1	60	31	8	344
Hispanic	2										2						158	1	52	36	11	342
Caucasian/White	174	2	1	109	63	59	34	4	2	345	175	1	62	34	2	345	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	2	14	9	64	3	21	335	15	0	13	67	20	336	2210	0	32	48	20	338
No	163	2	1	110	67	50	31	1	1	346	163	1	67	31	1	346	11376	2	68	26	4	346
Current LEP																						
Yes	4										4						348	1	36	45	19	339
No	173	2	1	109	63	58	34	4	2	345	174	1	63	34	2	345	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	32	0	0	14	44	17	53	1	3	341	33	0	42	55	3	341	5450	1	49	39	11	341
No	145	2	1	98	68	42	29	3	2	346	145	1	68	29	2	346	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	177	2	1	112	63	59	33	4	2	345	178	1	63	34	2	345	13581	2	62	30	7	344
Gender																						
Female	88	2	2	62	70	21	24	3	3	347	88	2	70	24	3	347	6567	3	65	27	5	345
Male	89	0	0	50	56	38	43	1	1	343	90	0	56	43	1	343	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2004	0	37	49	14	339
No	177	2	1	112	63	59	33	4	2	345	178	1	63	34	2	345	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	177	2	1	112	63	59	33	4	2	345	178	1	63	34	2	345	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: Windham School Department
 School: Windham Primary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	3 89 6 2	0 2 0 0	0 1 0 0	1 105 4 1	20 67 36 25	2 47 7 3	40 30 64 75	2 2 0 0	40 1 0 0	335 346 342 341	3 88 6 2	0 1 0 0	17 67 36 25	50 30 64 75	33 1 0 0	336 346 342 341	6 79 12 3	0 2 2 0	43 65 60 32	39 28 31 44	18 5 7 24	340 345 344 338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	17 52 21 10	0 1 1 0	0 1 3 0	17 68 19 6	59 75 51 33	11 22 16 10	38 24 43 56	1 0 1 2	3 0 3 11	344 347 343 339	17 52 21 10	0 1 3 0	57 75 51 33	40 24 43 56	3 0 3 11	344 347 343 339	29 48 15 8	3 2 1 0	62 67 56 44	28 27 34 40	7 4 9 16	345 345 343 340
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	30 53 13 4	2 0 0 0	4 0 0 0	34 63 10 4	64 68 43 57	16 29 12 2	30 31 52 29	1 1 1 1	2 1 4 14	347 345 341 341	30 53 13 4	4 0 0 0	64 67 43 57	30 32 52 29	2 1 4 14	347 345 341 341	42 46 10 2	3 1 0 0	67 62 48 30	24 32 42 43	6 5 10 28	346 344 341 336
How hard was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	29 52 19	1 1 0	2 1 0	27 65 18	54 71 55	20 24 14	40 26 42	2 1 1	4 1 3	343 347 344	29 53 19	2 1 0	54 71 55	40 27 42	4 1 3	343 347 344	22 57 21	1 2 1	48 68 61	38 26 30	12 4 8	341 346 344
How hard were the reading passages on this test? A. Most of the passages were harder than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	26 46 28	0 1 1	0 1 2	14 57 37	31 72 77	28 20 10	62 25 21	3 1 0	7 1 0	340 347 347	26 46 28	0 1 2	31 71 77	62 26 21	7 1 0	340 347 347	20 51 29	0 2 3	38 68 69	47 27 23	16 4 6	339 345 346
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	15 43 27 15	1 1 0 0	4 1 0 0	14 51 32 14	52 67 68 54	12 23 14 10	44 30 30 38	0 1 1 2	0 1 2 8	345 346 344 344	15 43 27 15	4 1 0 0	52 67 68 52	44 30 30 41	0 1 2 7	345 346 344 343	19 47 19 14	3 2 1 0	65 68 56 47	27 25 35 40	6 5 8 12	346 346 343 341
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	29 24 47	0 0 2	0 0 2	29 30 50	57 71 62	19 12 28	37 29 35	3 0 1	6 0 1	343 346 346	29 24 47	0 0 2	57 71 61	37 29 35	6 0 1	343 346 346	28 23 49	1 1 2	56 63 65	33 29 27	9 7 6	343 344 345
Optional school/SAU question A. B. C. D.	27 36 23 14	0 0 0 0	0 0 0 0	3 5 4 3	50 63 80 100	3 3 1 0	50 38 20 0	0 0 0 0	0 0 0 0	343 345 348 353	27 36 23 14	0 0 0 0	50 63 80 100	50 38 20 0	0 0 0 0	343 345 348 353						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: Windham School Department
School: Windham Primary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	16	8	15	7	1295	9
	2006-2007	42	19	42	19	1985	14
	2007-2008	36	20	36	20	2277	17
	Cum. Total*	94	16	93	15	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	100	48	100	48	6852	49
	2006-2007	115	52	115	52	6990	51
	2007-2008	87	49	87	49	6764	50
	Cum. Total*	302	50	302	50	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	83	40	83	40	4081	29
	2006-2007	56	25	56	25	3673	27
	2007-2008	45	25	46	26	3504	26
	Cum. Total*	184	30	185	31	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	10	5	10	5	1638	12
	2006-2007	7	3	7	3	1193	9
	2007-2008	9	5	9	5	1044	8
	Cum. Total*	26	4	26	4	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.8	65.3	9.7	64.7	9.2	61.3
Cluster 2: Shape and Size	14	29	10.3	73.6	10.3	73.6	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.3	66.0	3.3	66.0	3.2	64.0
Cluster 4: Patterns	14	29	9.1	65.0	9.1	65.0	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Windham School Department
 School: Windham Primary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	177	36	20	87	49	45	25	9	5	349	178	20	49	26	5	349	13589	17	50	26	8	347
Ethnicity																						
African American/Black	1										1						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	0										0						204	18	48	25	9	347
Hispanic	2										2						159	6	50	31	13	342
Caucasian/White	174	36	21	85	49	44	25	9	5	349	175	21	49	26	5	349	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	2	14	6	43	6	43	328	15	0	13	47	40	329	2208	6	35	37	21	338
No	163	36	22	85	52	39	24	3	2	351	163	22	52	24	2	351	11381	19	53	24	5	349
Current LEP																						
Yes	4										4						357	8	29	37	26	336
No	173	36	21	85	49	43	25	9	5	350	174	21	49	25	5	350	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	32	6	19	11	34	11	34	4	13	344	33	18	33	36	12	344	5452	9	45	33	12	343
No	145	30	21	76	52	34	23	5	3	350	145	21	52	23	3	350	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	177	36	20	87	49	45	25	9	5	349	178	20	49	26	5	349	13584	17	50	26	8	347
Gender																						
Female	88	19	22	42	48	23	26	4	5	350	88	22	48	26	5	350	6565	15	49	27	8	347
Male	89	17	19	45	51	22	25	5	6	349	90	19	50	26	6	349	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2004	5	39	41	15	339
No	177	36	20	87	49	45	25	9	5	349	178	20	49	26	5	349	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	177	36	20	87	49	45	25	9	5	349	178	20	49	26	5	349	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 3
SAU: Windham School Department
School: Windham Primary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	2	40	2	40	1	20	339	3	0	33	50	17	338	6	9	40	33	18	340
B. less than one hour	89	33	21	83	53	36	23	4	3	351	88	21	53	23	3	351	79	18	52	24	6	348
C. one to two hours	6	3	27	2	18	4	36	2	18	346	6	27	18	36	18	346	12	16	48	27	8	347
D. more than two hours	2	0	0	0	0	2	50	2	50	328	2	0	0	50	50	328	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	37	15	23	34	52	14	22	2	3	351	37	23	52	23	3	350	37	22	50	22	6	350
B. They match some of what I have learned.	46	18	22	39	48	20	25	4	5	351	46	22	48	25	5	351	46	16	53	25	6	348
C. They match just a little of what I have learned.	13	3	13	10	43	7	30	3	13	343	13	13	43	30	13	343	12	9	44	36	11	342
D. There is no match.	4	0	0	4	57	3	43	0	0	342	4	0	57	43	0	342	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	38	19	30	30	48	12	19	2	3	352	37	30	48	19	3	352	39	25	48	20	7	350
B. good	43	14	19	38	52	17	23	4	5	349	44	19	51	24	5	349	46	14	52	27	7	347
C. fair	17	1	4	13	46	12	43	2	7	343	17	4	46	43	7	343	12	8	49	35	9	343
D. poor	2	0	0	2	50	1	25	1	25	339	2	0	50	25	25	339	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	18	2	6	14	45	12	39	3	10	342	18	6	45	39	10	342	17	7	41	35	17	340
B. about the same as my regular schoolwork	61	26	24	55	51	23	21	4	4	352	62	24	50	22	4	352	59	18	53	24	5	349
C. easier than my regular schoolwork	21	8	22	18	49	9	24	2	5	348	21	22	49	24	5	348	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	46	14	18	41	51	20	25	5	6	349	47	17	51	26	6	348	32	13	47	30	10	345
B. two or three days a week	27	12	26	25	53	9	19	1	2	354	27	26	53	19	2	354	30	20	52	23	5	349
C. two or three times each month	16	6	22	11	41	7	26	3	11	348	16	22	41	26	11	348	19	20	53	21	6	350
D. never or almost never	11	4	21	9	47	6	32	0	0	348	11	21	47	32	0	348	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	10	2	11	10	56	5	28	1	6	345	11	11	53	32	5	345	7	5	34	40	20	338
B. two or three days a week	33	14	25	28	49	14	25	1	2	353	32	25	49	25	2	353	18	15	50	27	8	346
C. two or three times each month	29	12	24	28	55	11	22	0	0	351	29	24	55	22	0	351	28	21	53	21	4	350
D. never or almost never	28	8	16	20	41	14	29	7	14	345	28	16	41	29	14	345	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	15	2	7	6	22	16	59	3	11	339	15	7	22	59	11	339	16	8	42	36	13	342
B. 30–45 minutes	31	15	27	28	51	9	16	3	5	352	31	27	51	16	5	352	30	14	53	26	7	347
C. 45–60 minutes	28	12	24	27	55	9	18	1	2	352	28	24	54	20	2	352	32	22	51	22	5	350
D. more than 60 minutes	26	7	16	26	58	10	22	2	4	350	25	16	58	22	4	350	22	20	49	23	7	349
Optional school/SAU question																						
A.	27	0	0	3	50	2	33	1	17	342	27	0	50	33	17	342						
B.	36	3	38	3	38	2	25	0	0	351	36	38	38	25	0	351						
C.	23	0	0	4	80	1	20	0	0	352	23	0	80	20	0	352						
D.	14	0	0	3	100	0	0	0	0	358	14	0	100	0	0	358						